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ABSTRACT

A guide for a conference on the role of the supervisor in effective personnel management is presented. The purposes of the conference are: (1) to examine the basic principles underlying the Federal personnel system and to see how the various parts fit together, (2) to discuss the personnel management responsibilities of supervisors, and (3) to discover the ways in which supervisors can use effective personnel management to improve service to the veteran by improving the quality and reducing the cost of operations. The two conference sessions are: I. Getting the Employee for the Job, and II. The Employee in the Work Situation. Appendixes provide: Elements of the Personnel Management Job; and Ten Commandments for Effective Personnel Management. (For related documents, see AC 014 430-432, 434.) (CK)

TRAINING GUIDE

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Supervisory Development Conference Series

THE ROLE OF THE SUPERVISOR IN EFFECTIVE PERSONNEL MANAGEMENT

A Means of Improving Quality and Reducing Costs

OFFICE OF
THE ASSISTANT ADMINISTRATOR FOR PERSONNEL
VETERANS ADMINISTRATION

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GENERAL INFORMATION AND SUGGESTIONS FOR THE CONFERENCE LEADER

The information in TG 5-18, Guide for the Supervisory Development Conference Series, applies to the two sessions of "The Role of the Supervisor in Effective Personnel Management: A Means of Improving Quality and Reducing Costs." In addition, the following information should be noted:

A. PURPOSES

1. To examine the basic principles underlying the Federal personnel system and to see how the various parts fit together.

2. To discuss the personnel management responsibilities of supervisors.

3. To discover the ways in which supervisors can use effective personnel management to improve service to the veteran by improving the quality and reducing the cost of operations.

B. ADAPTATION

TG 5-18 stresses that the units of the Supervisory Development Conference Series should be adapted to local need. This is particularly true of a guide, such as this one, which covers a number of aspects of a particular field. For example, where a group has recently had training in employee discipline, you may wish to reduce or eliminate that section. Conversely, you may wish to expand a section where a group has not had training for some time.

C. ADDITIONAL SESSIONS

As mentioned on page 1, this survey is limited to the major areas of personnel management and even for these areas it is not intended to be a substitute for detailed training. Rather it should furnish the background for detailed training. If you plan such additional training, you may wish to use the next to the last item on page 22 to get an idea of the subjects in which the conferees are interested.

SESSION I

GETTING THE EMPLOYEE FOR THE JOB

INTRODUCTION

Topical outline	Discussion Material
Introduce general topic	Our topic for this session and the next one is - THE ROLE OF THE SUPERVISOR IN EFFECTIVE PERSONNEL MANAGEMENT: A MEANS OF IMPROVING QUALITY AND REDUCING COSTS
Explain your role	My function as the Conference Leader will be to assist by participating with you in the discussions and attempting to stimulate discussion by submitting questions to the group.
We work within the framework of the Federal personnel system	We work within the framework of the Federal personnel system, which has developed through basic laws enacted by Congress, through Executive Orders issued by the President, and through Civil Service and VA regulations. These two sessions are intended to increase our understanding of this system, to show how its various parts fit together, and to enable us to use it to better advantage in day-to-day operations. Of course, in two sessions we will have to limit ourselves to the major areas of personnel management. Even in these areas our discussion will not be a substitute for detailed training. Our topic for this first session is "Getting the Employee for the Job," but let's discuss personnel management in general for a while.
Why discuss personnel management?	**Q.** You might be asking yourself at this time, "Why should we discuss personnel management? Isn't that the job of the Personnel Officer?" Well, why should we discuss personnel management? - The supervisor is a personnel manager. - In some aspects, such as position classification and recruitment, the personnel office has a considerable role. In others, such as selecting, training, and motivating, the supervisor bears the lion's share. - The personnel office can help, but the major responsibility is that of the supervisor.
Importance of personnel management in determining quality and cost of an operation	**Q.** Let's consider the fact that the biggest part of VA's administrative costs goes for personnel services. What conclusions might we draw from this? - Personnel management is one of the most important factors in determining the quality and cost of an operation. - Through proper personnel management we can improve service to the veteran by improving the quality and reducing the cost of operations.
Attitudes to achieve goal of improved service.	**Q.** What are the supervisory attitudes that help to achieve the goal of improved services?

- Observant	- Being observant. To find ways to improve we must first look at what we are presently doing.
- Critical	- Being critical. We must look "critically." We must not be easily satisfied because "that's the way we've always done it.
- Appraising	- Being appraising. After looking "critically" we must evaluate what we have seen.
Ways to improve quality and reduce cost of operations	Q. Considering the two elements of work and people, what are some of the ways that we can use personnel management to improve the quality and reduce the cost of operations?
	Discussion material is included under each of the possible responses indicated below.
- Better work with same people	- By doing better work with the same number of people. Most of us don't work at our full efficiency. One of the most important tasks of a supervisor is to create the climate which will motivate his people to try to achieve their full potential.
- More work with same people	- By doing more work with the same number of people. This is not the kind of increase referred to as "rate-busting." Again, it is a matter of trying to achieve full potential. Also, whenever production is increased, quality should be maintained or else the economy is a false one.
- Same work with fewer people	- By doing the same work with fewer people. Here also quality must be maintained and service to the veterans must not be impaired.
	Q. Suppose that a supervisor improves service in one of the ways mentioned, might it not lower the grade of his position?
	- It might do just the opposite. He might have created an opportunity to assume additional and more responsible duties.
	- In other cases it might not make any difference. For example, a reduction in the number of persons supervised would probably not cause any change. By law this factor may not be given undue weight.
	- In some instances it might happen that the <u>position</u> becomes less valuable, but the supervisor has made <u>himself</u> more valuable and more promotable.
Achievement and maintenance of maximum efficiency is constant task	Q. Suppose you are operating your organization with maximum efficiency. Do you need to be concerned?
	- Yes, the maintenance of maximum efficiency is a constant task and the price of continued efficiency is constant vigilance - vigilance, above all, in the field of personnel management.

POSITION CLASSIFICATION

Topical outline	Discussion Material
	A review of "Introductory Material to Position Classification Standards" is suggested as preparation for leading this section.
	Let's return to the topic for this session of "Getting the Employee for the Job."
	Q. What is the first thing we have to do?
The job	- To set up the job in accordance with the principles of position classification and sound administrative practices.
- definition	**Q.** What is a "job"?
	- A job or position is a grouping of those duties and responsibilities which can be accomplished by one person.
- responsibility	**Q.** Whose responsibility is it to say what these duties will be?
	The group may respond with "mine" or "my chief's." Through further questioning draw out a response similar to -
	- The supervisory authority concerned.
Questions to be asked before establishing a job	**Q.** Let's assume that you are considering whether to request that a job be established, and you are also considering the goals of improving quality and reducing costs. In this situation what questions might you ask yourself?
	- Are there funds in the budget for the job?
	- Is the job necessary?
	- Are any of the duties unnecessary?
	- Do the duties overlap with other positions or functions?
	- Should any of the duties be added to existing positions as a means of enlarging other jobs and increasing the versatility of employees?
	- Have I engineered the job to keep employees working at their highest level of qualifications? For example, is another stenographer position needed? Can a typist position be established by shifting the stenographic duties to an existing position? Or, do I need another plumber job or do I really need a plumber's helper?
	- Has consideration been given to using employees across division lines?
	- Does this position establish an unnecessary layer of supervision?
	- Should any of the duties be delegated down to lower levels?
	To continue with our illustration- you have asked yourself these questions and you are satisfied that the position is needed. You prepare a position description and submit it to the technical process of position classification.

Position classification defined

Q. What is position classification and what is its purpose?

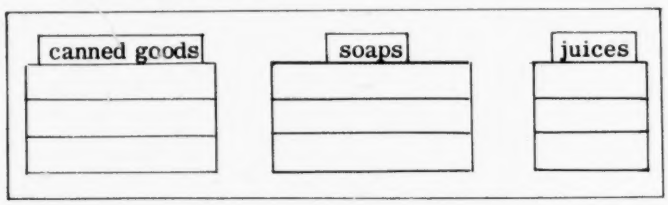
- Position classification is the orderly grouping and arrangement of positions according to likenesses and differences in their duties and responsibilities.

- The process is intended to do away with the inequities and injustices which exist when wage rates are arbitrarily assigned which have little or no relationship to the difficulty of, or the qualifications needed for, a particular job.

Principle of classification and comparison to grocery store

Q. The basic principle of classification is fairly simple and is used widely in everyday life. Can you think of some examples?

If the group doesn't mention the arrangement and pricing of groceries in a store, supply it. Then draw the following visual aid on the blackboard.



This orderly arrangement makes it simple to put the proper price tag on all items in one group, and it makes it easier for customers to find what they want. Similarly, position classification has two major purposes.

Major purposes of position classification

Q. What are these two purposes?

- To provide a cataloging system for the many kinds of jobs.

- To provide equal pay for relatively equal duties and responsibilities.

How cataloging is done

Q. How is this cataloging process done?

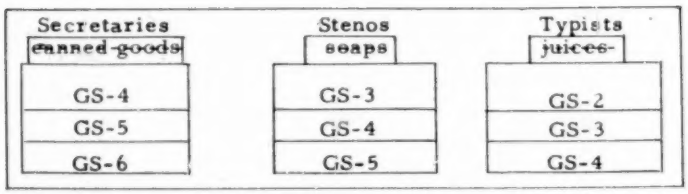
- The classifier uses a group of definitions of series which the Civil Service Commission has developed. He reviews the duties of the position to determine which group fits most closely. For example, Typist, GS-320.

- He then determines the grade level, GS-2, GS-3, etc., by comparing the duties of the position against measuring devices called position classification standards. These standards are yardsticks for ascertaining the difficulty level of the work to be performed. They are jointly prepared by program people and personnel people. They are constructed so that the same grade represents approximately the same level of difficulty or responsibility regardless of the location of the job or differences in type of work.

- The two steps give the complete label or "class," such as Typist, GS-320-2. The class title is a must on official documents, but otherwise an organizational title can be used, if it is more helpful.

We can show the similarity to our grocery store in this way.

Change the drawing on the blackboard as follows:



How pay is set

Q. Coming to the second purpose, how is pay established for "GS" positions?

- The pay is regulated by Congress, which determines the salary for each grade.

Classification of wage board positions

Q. How does the classification procedure work for wage board positions?

- The positions are classified in a somewhat similar manner.

- The salary is the prevailing rate for that type of work in the area, determined by occasional wage surveys as required by law.

Position classification is also valuable in other areas of personnel management as we will see later on.

Responsibilities of supervisors in classification program

We have mentioned that the supervisory authority concerned says what the duties of a position will be. We can broaden this to say that supervisors at every level have the first responsibility for the success of any classification system.

Q. What are some of the responsibilities of a supervisor in connection with the VA classification program?

- Prepare, or assist in preparing, complete descriptions. This consists merely in giving all the pertinent facts. Extraneous information should not be included. There are no "magic" words.

- Initiate classification actions.

- Give full cooperation when classifiers wish to make desk audits.

- Explain the purpose and operation of position classification to employees.

- Insure that each employee knows what his complete job is.

- Furnish each employee with a copy of his job description.

- Keep current the position descriptions for all positions under his supervision.

- Give active cooperation and assistance to the personnel office in carrying out the program.

Factors resulting in apparently improper classification

Q. There are a number of factors which may result in an apparently improper classification. When you think a job is not properly classified, what are some of the things that may have happened?

- Inadequate or incorrect information in describing the position.

	- Difficulty of the position has been over or underestimated by the incumbent or his supervisor. - An honest difference in judgment between the classifier and the supervisor. - The standard may have become obsolete. When this occurs, positions must be classified by existing Civil Service Commission standards or agency guides, until they are changed.
If you think job is improperly classified, what can you do?	**Q.** If you think a job is improperly classified, what can you do? - Take another look at the job to see whether informal or early impressions are based on facts or wishful thinking. - Review for yourself the standards by which a particular job is evaluated. They are available in the personnel office to operating officials and to employees whose positions are being classified. - Discuss the classification with the personnel office. - If the difference can't be resolved through informal discussion, the classification appeal procedure can be used by the employee. - Remember that, usually, classification standards are minimal for the grade described. It does not always follow that as soon as an employee does just a little bit more than the minimum required for a grade that he should be in the next higher grade.
Steps in classification appeals	**Q.** What are the steps in classification appeals? - The initial appeal is usually through proper channels within VA. - If there is reason to believe the agency is in error, appeal may be made to the Civil Service Commission. - The assistance of the personnel office should be sought in presenting formal appeals.

FILLING A CIVIL SERVICE JOB

Topical outline	Discussion Material
Filling a Government position	Now that we have the position established, let's consider how it is to be filled. In the days before Civil Service this was a simple matter. You could choose anyone you wanted. On the other hand, if you are to strive for the goals of improved quality and reduced costs, you want to fill your jobs with the best qualified people. This is a basic VA policy.
What do we wish to measure?	**Q.** What sorts of things might you want to find out about these people? - What kind of work experience have they had? - What kind of training have they had?

- What kind of education have they had?

- Do they have certain personality traits, such as ability to meet people?

- Can they perform satisfactorily certain tasks, such as operating a typewriter and taking dictation?

- Do they have certain general abilities or particular abilities, as measured by written tests?

How do we measure?

Q. How do we measure these things?

- By a device called a qualification standard which describes the kinds of experience, training or education a person must have to fill a position or which prescribes some other appropriate test. This is what you see in a Civil Service announcement or a promotion notice.

- In developing the qualification standard the position description is carefully analyzed to determine the knowledges, skills, and abilities which are necessary to perform the duties.

You may wish to mention that this is the first of the other uses of position classification to which you referred earlier.

- Personnel people help in the preparation of qualification standards, but the basic responsibility is that of experts in the particular field. The specialized knowledge of experts is used to insure that the standards are realistic and practical.

Filling the job

Now, we have the position established and we know through the qualification standard what sort of person we are looking for. The next problem is to find him so we can fill the job.

Major methods of filling jobs

Q. What are some of the major ways used to fill a job in the VA?

WAYS TO FILL A JOB

- Promotion
- Reassignment
- Transfer
- Reinstatement
- Hiring through Civil Service examinations
- Direct hiring

Promotion

The first resource is usually within the VA. One of the ways this is done is by promotion, that is by moving into the position an employee presently at a lower grade level.

Basic VA policies on promotion

Q. What are the basic VA policies that apply to promotion?

- Vacant positions usually will be filled from within VA.

- This is tempered by the policy of finding the best qualified person for the job.

Main provisions of VA Merit Promotion Program

Q. What are the major provisions of the VA Merit Promotion Program?

- Areas of consideration will be as broad as practicable. (For noncentralized positions they will be at least station-wide; for centralized positions they will be department- or agency-wide.)

- Qualification standards for promotion will be at least equal to those used for competitive appointment.

- All selections for promotion will be made from among the best qualified candidates, on the basis of merit.

- Appointing officials may select whomever they wish from among the employees referred to them as the best qualified candidates obtainable.

It is in the area of promotion that the integrity of the merit system and the career service is put to a severe test. Here the supervisor has to make some of his most difficult decisions; here employees are extremely alert to any indication of arbitrary action.

Tendency to follow practice of picking "own people"

When a supervisor is reviewing a list of the best qualified candidates, there is a tendency to look at persons from other divisions and services or from other stations as unknown qualities. This, in turn, presents a tendency to pick one of his "own people," that is a person in his organization who has experience in the specific job. This practice would have the effect of nullifying the policy of broad areas of consideration. It also has serious disadvantages from the viewpoint of improving quality and reducing the costs of operation.

Disadvantages of this practice

Q. What are some of the disadvantages of this practice?

- It may result in overlooking a person who, in the long run, will do a better job.

- It is contrary to efficient operation and to the maintenance of a good merit system.

- It works against the best long range interests of employees by limiting their opportunities to their own unit.

- It increases turnover when employees become discouraged about their chances of promotion outside their own unit.

- In the long run, the caliber of personnel is likely to be inferior to that in a station that has provided for broad areas of selection.

Reassignment

Reassignment is another method of selecting within VA. This is the selection of an employee to serve in a different position of the same grade level in the same agency. Generally, it involves a change of duties and responsibilities and may involve a change to another location. This method is used more by management as an instrument of proper utilization than by the employee in seeking a position more advantageous to him; that is, management will usually initiate the action.

Transfer

Transfer and the remaining methods involve going outside the VA. Transfers enable career people to move from one agency to another without losing rights of tenure and status and without regard to Civil Service registers of eligibles. They also give Government agencies the benefit of new ideas from people who have a valuable background of experience.

Reinstatement	Reinstatement is the hiring of persons who at one time have served in the Government with competitive status or were serving probation when separated. The principle followed here is that a person, once qualified through a Civil Service examination, should not have to compete again. However, he must meet the requirements for the position.
Hiring through Civil Service examinations	We have mentioned Civil Service examinations and registers. These registers or lists of names are customarily used in filling the so-called "entrance jobs". These are the basic jobs for which people cannot ordinarily be found within the VA.
Entrance jobs	**Q.** What are some examples of "entrance jobs"? - Nursing Assistant, GS-2 - Typist, GS-2 - Personnel Assistant, GS-5 - Journeyman trade positions
Steps in establishing a register	**Q.** Some of you have probably had personal experience with many of the steps in establishing a register. Do you recall what they were? - Announcements of examinations are publicly issued, either by a Civil Service Regional Office or by a VA or other agency Board of U.S. Civil Service Examiners. - Those interested send in applications. If there is a written test or a performance test, they assemble on a stated day to take the test. If there is no such test, the applicants are rated on the basis of their experience and education. - In either case each applicant who attains a grade of 70 or over passes the examination, and his name is entered on the register. The names of these "eligibles" are arranged in descending order of grades received, with adjustments made for veterans preference. - Thereafter, names are certified when there are jobs to fill. The appointing officer selects from the top three available eligibles on the certificate.
A government job belongs to the general public	**Q.** How do we relate this elaborate process to our goal of efficient operation? - As long established by law, a government job belongs to the general public, and the procedures used in filling the job from the outside have to reflect the right of each member of the general public to have a chance to get the job.
Using system of Civil Service examinations most efficiently	**Q.** What can you do to use the system of Civil Service examinations most efficiently? - Forecast needs in advance so as to allow time, when necessary, for the examining process. - Decide upon filling a vacancy as much in advance of actual need as possible. This allows maximum time for the certification process. - Be willing to serve on examining panels to rate applications. - Discuss problems with the Personnel Officer, who is the Chairman or Executive Secretary of the Board of U.S. Civil Service Examiners.

If the station does not have a Board of U.S. Civil Service Examiners, only the first part of the last response will be given. You may point out that the above methods apply, in general, to any method of filling a position.

This method can also be used for filling positions other than entrance jobs. For this type of position it should be used only when you can't fill the position from within or when you are quite certain that the best person for the job can be obtained from a Civil Service register. The latter situation might occur when the persons within VA just barely meet the minimum requirements and you know that there are very well qualified persons on the register.

Direct hiring

Q. The last method is direct hiring. What are the things which distinquish this method?

- Occurs when person interested in employment gives his application directly to the station that may have a vacancy for which he is qualified.
- Used only when personnel needs cannot be met from Civil Service registers of eligibles.
- Applications are usually kept in the personnel office and persons are selected on the basis of their qualifications for the positions to be filled.
- Veterans must be considered before non-veterans.

You may wish to hold a brief discussion on how supervisors can help the personnel office in direct hiring through their own contacts.

Importance of selecting the best person for the job

Of course, no matter what method is used, the personnel office will make the determination as to whether the candidates meet the minimum standards for the position. However, supervisors at various levels, not the personnel office, make the final selection.

The supervisor should select the one who not only meets the minimum standards but has the personal qualities and skills that make him the best prospect for success in the job. In the case of promotion, where he reviews a list of the best qualified candidates, we might say that the supervisor should select "the best of the best." The supervisor's selections will determine to a great extent how effective his work group will be and how efficient the operation of his organization will be.

- Importance for supervisors

Q. Why is it important for the supervisor to select the best person for the job?

- Enables him to get the work done.
- Avoids waste in manpower and skills.
- Reduces labor turnover.
- Cuts down training time.

- Importance for worker

Q. Why is it important to the worker?

- He can feel more secure in his job.
- Work will be interesting and challenging to him.
- He can use his best talents and skills.

SUMMARY AND CLOSING	
Topical outline	Discussion Material
Summary	*Summarize briefly or have the group summarize, as time permits.* In our next session we'll be concerned with the features of the Federal personnel system which have to do with the employee in the work situation.
Closing	*Close session.*

SESSION II

THE EMPLOYEE IN THE WORK SITUATION

ORIENTATION

Topical outline	Discussion Material
Introduction	During the first session we got the employee on the job. In this session we will discuss the employee in the work situation.
Orientation explained	Let's consider first the person who is not only new to the job, but is also new to government service. Getting him on the job doesn't guarantee success in getting him off to a good start. Getting started on a new job is never an easy process, and the first few days or weeks are among the most difficult. The new employee needs to be told about the Federal service, the VA, the station, and his specific working situation. This process is called orientation.
Results of lack of orientation or poor orientation	**Q. What can happen if orientation is lacking or is poor?** *Supply the last item, if it is not mentioned.* - Unfavorable, lasting impressions. - Excessive turnover. - Lack of interest. - General misunderstanding of our activities and objectives. - In short, decreased quality and increased costs.
Primary responsibility for orientation	Orientation is a task which is shared between the personnel office and the operating service. However, how much and how well the new employee will work depends to a large extent on what happens after he leaves the personnel office on the first day. The primary responsibility for the proper orientation of the new employee belongs to his immediate supervisor. At this time more than any other the supervisor has opportunity to build morale, develop interest and loyalty and, at the same time, speed the day when the new employee will be able to perform effectively in his new job.
Preparing for orientation	**Q. This process of orientation should not be left to chance. What are some of the steps we can take to be sure we are ready to take care of the new employee?** *If desired, VA Form 5-4092, "Guide for Orientation of New Employees," can be used during the discussion or handed out afterwards.* - Review the job description. (Another use of position classification.) - Review the qualifications required. - Review the employee's experience, education and training. - Have his workplace ready. - Inform others of his expected arrival.

	- Plan the work schedule so there will be time to take care of him.
The first interview	Q. What do we want to accomplish in our first interview with the employee?
	- Welcome him to the work unit - put him at ease.
	- Make him feel it is a good place to work.
	- Outline the work of the unit.
	- Explain his place in the unit.
	- Explain rules and regulations.
	- Introduce him to co-workers. Arrange for one of them to lunch with him the first day (or, better still, go yourself.)
	Q. Once these preliminaries are over what should the supervisor do with the new employee?
	- Find out what job training the employee needs.
	- Start him on his first task. Use the four-step (JIT) method, if appropriate.
Follow-up	Q. After he is working on his first assignment, what more do we have to do?
	- Follow through to see if he understands the work.
	- Schedule him for further training.
	- Answer any questions he may have.
	- Explain performance requirements.
Orientation when VA employee is put in a new job	Even people who are not new VA employees are likely to need a certain amount of orientation when they are put in a new job.
	Q. What are some of the items we've mentioned that would also apply here?
	Allow time for the group to discuss.
	Yes, the person who is not new to the VA does not, of course, need as much orientation as the person to whom government service is a new experience. However, when a VA employee moves to a new job, orientation is important and should not be neglected.

EMPLOYEE TRAINING

Topical outline	Discussion Material
Need for training occurs throughout an employee's career	Now we have the employee in the new job with his initial orientation. If he is a trainee, he will, of course, need additional training. In either event, the breaking-in process is just one of the situations in which training is an economical and efficient expenditure of time. Practically every employee is likely to need training from time to time during his career so that he can acquire the "know how" necessary to get his job done.

The employee can be left to obtain the "know how" by himself, but this is very costly. It obviously takes less time, money, materials, and manpower when the training is orderly and includes full use of methods which accomplish the necessary learning with a minimum of waste motion.

Training should be planned rather than haphazard

The problem is to plan training according to need rather than to let it happen haphazardly. Off hand we might be inclined to say that there are few instances when it would be necessary to give training. Let's see if this is so.

Indicators of possible training need

Q. What are some of the indicators that may point to a need for training?

The responses which may be given by the group are listed below. Do not try to develop an exhaustive number of responses. There should be enough, however, so that the group realizes that there are a number of occasions when training may be needed.

- Low production rates.
- Excessive errors and waste.
- Low morale and lack of job interest.
- Changes in organization, mission or functions.
- Changes in procedure or techniques.
- Excessive turnover.
- Absenteeism.
- Promotions.
- Need to increase employees' skills for current assignments.
- Need to provide for advancement of employees.
- Excessive complaints and grievances.
- Employees not working at their highest skills.
- Employees not possessing skills which allow for shifting them around to maintain flexibility of operation.

Training is not a cure-all

Q. We can see from these indicators that training is very important in improving quality and reducing costs. But do the indicators necessarily mean that training is needed?

- Training is not a cure-all and is not the only solution to which the indicators may point.
- Low production rates may point, for example, to a need for additional machines.
- Excessive turnover may require improved placement.

Supervisor is the key person in training

When training is indicated, however, the supervisor is again the key person. Along with the responsibility of seeing that the work of his unit is well done, goes the responsibility of seeing that his people are well-equipped to do this work. However, he is not left to face this responsibility alone and unaided. He has the assistance of the personnel office, his superiors, and the station Training Committee.

Topical outline	Discussion Material
Training responsibilities of supervisors	**Q. What are the more specific training responsibilities that the supervisor has?** *Discussion material is included under each response.*
- to determine training needs	- To determine training needs. This is done on the basis of what the employee can now do versus what he is required to be able to do. For the latter the position description is again a useful tool.
- to determine content of training	- To determine the content of the training so that it will meet the need. In many cases prepared materials may be available. Where used, they should be adapted to local needs.
- to select training method or methods	- To select the training method or methods which will best meet the need. Most of the training done by the supervisor is of the on-the-job type. Other methods that may be used are lectures, coaching, demonstrations, conferences, understudy training and job rotation.
- to select and schedule employees	- To select and schedule the employees to be trained. This scheduling should be done with a minimum of interference with operations.
- to do training or see that it is done	- To do the training or see that it is done. Quite often the four-step (JIT) method can be used.
- to follow up and evaluate	- To follow up and evaluate the training Follow-up and evaluation methods can help to determine whether the knowledges, skills, and attitudes gained in training are carried over to the job by the trainee so that they become an integral part of day-to-day operations.
- to assist in cross-division training	- When the training extends across division lines, to assist, as necessary, by preparing materials or being an instructor. In these instances the training becomes a general station responsibility and each division or service must share in the task.

PERFORMANCE EVALUATION

Topical outline	Discussion Material
Need for performance evaluation	We now have the employee on the job, we have oriented him, and we have probably found it necessary to give him some additional training. The time has come to ask ourselves a question that has undoubtedly been lurking in our minds since the employee's first day on the job. This question is, "How is he doing?" To phrase the question another way -- "How can his performance be evaluated?"
Results when performance is not evaluated	**Q. Without some systematic way of answering this question we are likely to overlook or condone poor work. What are some of the results when this happens?** - Loss of production. - Decrease in quality of work.

- Excessive amount of supervisory time devoted to checking work, training, repairing mistakes, etc.
- Resentment on the part of employees whose work is good or better.

This indicates that to achieve our goal of improving quality and reducing costs we must find out how employees are doing.

Steps in evaluating performance

Q. What specific steps do we need to take in order to evaluate an employee's performance?

- Prepare performance requirements. In other words, determine how well we expect the employee to do his duties.
- Discuss the performance requirements with the employee and adjust them as needed.
- Observe what he is doing.
- Evaluate his performance against the requirements.
- Discuss the evaluation with the employee.
- Take appropriate action.

Evaluation is a continuous process

Q. When should we evaluate performance?

- Before we make official performance ratings.

This is likely to be the immediate response. Through questioning bring out the next response.

- Evaluation goes on all the time. It is a continuous process with the objective of helping the supervisor do his job in an effective and efficient manner.

Ways in which performance evaluation helps the supervisor

Q. What are some of the ways in which performance evaluation helps you?

It helps you to:

- Let your employees know what is expected of them and how well they are meeting these expectations.
- Plan the work of your unit better through being able to estimate more accurately what your employees can do.
- Determine training needs and the cause for them.
- Obtain an understanding of each employee's strong points and the areas in which he can be improved.
- Make more use of these strong points and improve performance by:
  - o assisting the employee to carry out the improvement program which he has developed - with your help.
  - o assisting the employee, through counseling, training, and encouragement, to improve performance which is below standard.
  - o making better use of an employee's strong points through assignment of duties which take advantage of these strong points.

- Discover potential not being used and to formulate plans for developing and using this potential.

- Recognize performance which is above standard and provide a positive incentive by giving appropriate recognition.

- Recognize the employee who is unwilling or unable to perform satisfactorily in his current assignment and to:

  o collect information on which to base action.

  o begin action to change his assignment or to separate him if his performance remains unsatisfactory after reasonable efforts to improve it.

If the group doesn't bring it out, mention that some of the ways in which performance evaluation helps the supervisor also indicate the way to "take appropriate action," the last step in evaluating performance.

If discussion on the last item is sufficiently keen, you may wish to jump to the section on "Discipline" and then return to the next section of "Relationships on the Job."

RELATIONSHIPS ON THE JOB

Topical outline	Discussion Material
Importance of relationships on the job in developing motivation or the "will to work"	Let's assume that you have evaluated the performance of an employee. You have discovered that he needs to improve to meet certain performance requirements. Better yet, you find that he meets all the performance requirements and, in addition, has the capacity to improve even further. It isn't sufficient to point this out to him and say, "You <u>will</u> improve." The employee must want to improve or, to use a fancy word, he must have the motivation to improve. The supervisor can be successful only if he conducts his individual and group relationships in such a way as to produce the kind of loyalty, cooperation and support from his employees which will result in this "will to work," and which will stimulate them to do their best. The "will to work" is related to basic needs or what people want from their jobs.
What people want from their jobs?	**Q. What are some of the things that people want from their jobs?** - They want fair and equitable pay. *This is likely to be the immediate response. Through questioning bring out other responses, such as the following:* - They want a sense of security. - They want to belong and to be accepted in the different groups of which they are a part. - They want to do a good job. - They want to have pride in their work and to participate in achieving the mission of the organization. - They want opportunity for recognition and advancement. - They have a natural urge to be "in the know."

- They want to be respected as individuals.

Satisfying these basic needs produces the will to work

The satisfying of these needs forms a very important part of our total job income. Our will to work and our efforts are roughly proportional to our total job income. In short, the satisfying of the basic needs produces the will to work. Because of this the supervisor - employee relationships on the job are the most important factors in achieving our stated goal of improving quality and reducing costs.

What can be done to satisfy basic needs of employees

Q. What are some of the positive supervisory practices through which we can meet these basic needs?

Discussion material is indicated under each response.

- By recognition

- By recognition.

We can recognize by informal comments the good work done by our employees. We can recommend deserving employees or groups for cash or honor awards provided through the incentive awards system.

- By encouraging ideas for improvements

- By encouraging ideas for improvements.

We can encourage our employees to think about their jobs and devise improvements. Their ideas can be processed through the formal incentive awards channels. If the employee does not submit his proposal formally, we can recommend an award for any adopted idea which goes beyond the normal job responsibilities of the employee.

- By consulting with employees

- By consulting with employees.

Participation by employees in planning the work and in making decisions that affect them and their work can be encouraged by keeping avenues open for them to make suggestions, and by seeking their advice through meetings and other methods, and by generally creating an atmosphere in which they can speak up regarding management actions.

- By assigning responsibility and expecting results

- By assigning responsibility.

When assigning responsibility to our employees, we can help them get into the swing of things and then refrain from oversupervision. At the same time we can give them the authority necessary to carry out the responsibility and make it clear that results are expected.

- By building group solidarity

- By building group solidarity.

We can build up a feeling of group solidarity by keeping the group aware of the main objectives of the organization, the way in which their efforts contributed to those objectives, and the extent of their progress. This tends to give them a feeling of unity and responsibility.

- By treating employees as individuals

- By treating employees as individuals.

We can strive to know each individual employee and what is important to him, recognizing that all employees are different and that each one wants to be known for his own characteristics. If an employee feels that a supervisor is interested only in production and thinks of him as an instrument rather than a person, he is not going to do his best work.

- By helping employees to realize that they are important	- By helping employees to realize that they are important. We can practice the art of helping people to realize that they are important, and that they are producing things that have meaning and use to others. When they realize this they will usually impose on themselves higher standards of performance and conduct than we could ever require of them.
- By setting an example by our actions	- By setting an example by our actions. We can only convince our employees that we are sincerely interested in improving quality and reducing costs by setting them an example by our actions. If we set an example by words, and not deeds, then we will get words, and not deeds in response.

DISCIPLINE

Topical outline	Discussion Material
	Despite careful selection and training, letting your people know what is expected of them, and motivating them through positive supervisory practices, there will occasionally be an employee who just won't or can't conform to proper standards of conduct or performance. As this nonconformance develops you should keep an adequate record of instances as they occur. Let's assume that this record indicates that for the efficiency of the service you may have to consider a disciplinary action.
Types of disciplinary action	Q. What are the disciplinary actions that may be considered? - Admonishment - Reprimand - Suspension - Demotion - Removal *Allow the group members to discuss each type. The extent of discussion will depend on the amount of training in disciplinary actions which they have had.*
What to do about disciplinary action	Q. When faced with an actual or potential disciplinary action, what should you do? - Remember that the purpose of any disciplinary action is to <u>correct</u> an undesirable situation. - Try to figure out not only <u>what</u> your problem is, but <u>why</u> it is. - Be sure your employee knows what is causing your concern, and give him a chance to explain. - Give him a chance, if possible, to mend his ways before you take action. There may be instances of misconduct, however, which are too serious to warrant giving the employee a second chance. - Recommend action promptly when it becomes evident that it is warranted and that the employee will not or cannot improve.

The word ''recommended'' is used. In some instances, however, one or more members may be the appropriate officials for admonishment or reprimand who would ''take'' rather than ''recommend'' action.

- Make sure that the record you have been developing, plus any other evidence, is sufficient to sustain the action. This is particularly important for those actions where the employee can request a hearing.

- Work closely with the personnel office to be sure that all details of the proper procedure are followed.

- Afterwards, try to make use of the expereience. Consider whether there was any management weakness that was a contributing factor. If so, try to figure out how a recurrence of the problem may be prevented.

Supervisor sets tone of workplace

The supervisor is the key figure in keeping to a minimum the number of cases that reach the formal hearing stage. As in the case of illness, an ounce of prevention is worth a pound of cure. The average employee takes his cue in the matter of conduct and performance from the attitude and example of the supervisor. The supervisor sets the tone of the workplace. A suspicious attitude breeds dislike and distrust. Employees usually respond to leadership that respects their dignity and rights as individuals. They also respect leadership that is not soft or lax when it comes to important aspects of employee conduct and performance.

EMPLOYEE GRIEVANCES AND PROBLEMS

Topical outline	Discussion Material
Grievances	Of course, there is another side of the picture. A supervisor may be perfectly satisfied with an employee's performance and conduct on the job. But the employee may be dissatisfied with aspects of his employment, working conditions, or work relationships. In other words, he may have a grievance.
Importance of resolving grievances	**Q.** In what ways can resolving grievances be a help to management? - When justified, the grievances call attention to some needed correction. - When not justified, it is equally important to reach an understanding based on all the facts. - In either event, prompt attention to grievances will build morale and confidence in management.
Grievance procedure	**Q.** What are the steps in the grievance procedure? - The immediate supervisor attempts to effect informally an adjustment of the employee's grievance. Most difficulties that arise between employees and management can be settled promptly by the immediate supervisor before they have grown into larger problems. - When the grievance can't be adjusted informally, the employee may request a hearing. - If the employee is dissatisfied with the results of the hearing, he may appeal to the Administrator.

	Allow the group members to discuss the steps. The extent of discussion will depend on the amount of training in grievances which they have had.
Off-the-job problems	Q. Many employees also have personal problems that may affect their productivity on the job. In these cases what is the role of the supervisor and the personnel office? - The supervisor's role here is mainly one of providing a listening post and encouraging the employee to work out his own solution to the problems. - The personnel office can help in some cases by referring the employee to the appropriate individual or agency for assistance. - In either case, if the employee has an opportunity to "talk things out" with a sympathetic listener, the difficulty may disappear or, at least, diminish in intensity.

SUMMARY AND CLOSING

Topical outline	Discussion Material
	Summarize second session briefly or have the group summarize, as time permits.
Summary of both sessions	In summing up both sessions, we have touched upon the highlights of the Federal personnel system, with special emphasis on how you can best utilize that system to improve the quality of and reduce the costs of your work operations.
Joint responsibility for personnel management	Our discussion brought out that personnel management is a joint responsibility of the Manager, the personnel office, and supervisors at all levels.
Personnel Office assists and advises	It further brought out that the personnel office assists and advises as a source of technical specialization to aid the supervisor in his day-to-day responsibilities. To show you the ways in which you are assisted, I have for you a handout which lists some of your responsibilities and the ways in which the personnel office helps you with each of these responsibilities.
Primary responsibility for personnel management rests with line supervisor	Above all, I hope these sessions have brought out that the primary responsibility for personnel management rests with the line supervisor. I have for you another handout called, "Ten Commandments for Effective Personnel Management," which summarizes this responsibility for you.
Mention future sessions (if applicable)	Necessarily in a survey of this sort we could not go too deeply into any one of the various phases of personnel management. Indeed, some such as retirement, leave, and separations, we didn't talk about at all. We could arrange separate, more detailed sessions on any of the subjects for which there is a demand, such as personnel relations, employee discipline, performance evaluation, position classification, or any other such topic. Please let me know if you would be interested in such sessions and which topics you would like to discuss.
HANDOUTS	*Hand out copies of "Elements of the Personnel Management Job," Appendix A; and "Ten Commandments for Effective Personnel Management," Appendix B.*
Close session	*Close session.*

ELEMENTS OF THE PERSONNEL MANAGEMENT JOB

ELEMENTS	THE SUPERVISOR	THE PERSONNEL OFFICE
Establishing Positions	Determines what jobs are needed. Assigns duties and responsibilities.	Analyzes and evaluates the job to insure pay equity. Assigns final job title and grade.
Filling Positions	Determines need for filling position. Provides information on what is needed. Plans personnel moves. Makes request for. Makes final selection.	Establishes and maintains qualification standards. Normally does the recruiting, turning first to internal and then to external sources. Advises supervisor. Screens, appraises, and refers applicants.
Evaluating Employees	Sets performance requirements. Is responsible for continuing evaluation of work performance and capacity for development.	Aids supervisor to evaluate and plan development.
Developing Employees	Is responsible for development through work assignment. Determines need for and gives training or sees that it is given. Follows up and evaluates training. Stimulates self-improvement of employee.	Aids supervisors in making work assignments that will develop the employee. Helps supervisor to plan, give, and evaluate training. May conduct some training.
Stimulating Employees' Will-to-Work	Keeps employees informed. Builds teamwork. Sets goals employees can reach. Helps employees to meet their obligations to the installation. Rewards merit. Helps them with personal problems. Maintains discipline.	Aids supervisor to stimulate employees' will-to-work by helping them discharge these responsibilities. Provides employee services. Refers employees to appropriate person or agency for assistance on off-the-job problems.

ELEMENTS OF THE PERSONNEL MANAGEMENT JOB--Continued

ELEMENTS	THE SUPERVISOR	THE PERSONNEL OFFICE
Effecting Disciplinary Actions	Recommends disciplinary action. Provides facts	Advises on policy and procedure.
Processing, Keeping Records, and Making Reports	Initiates personnel action requests. Maintains records needed for day-to-day management of employees.	Processes personnel papers. Maintains basic personnel records. Prepares or furnishes information for reports.

APPENDIX B
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H. O. #2

TEN COMMANDMENTS FOR EFFECTIVE PERSONNEL MANAGEMENT

1. See that your jobs are necessary and are accurately described.
2. Pick the person who, in your judgment, is the best qualified to do the job.
3. Assure that each employee understands his job and its relation to the station mission.
4. Give employees needed training and provide them the opportunity for growth and advancement warranted by their abilities and the needs of the VA.
5. Set high standards of performance and conduct and let each employee know how he measures up.
6. Recognize good performance and reward it appropriately.
7. Try to correct poor employee performance and conduct, and, where this is not possible, take proper action.
8. Use the positive supervisory practices which satisfy basic employee needs and thus stimulate the "will-to-work."
9. Set the example by your own conduct and performance.
10. Remember that the personnel program can benefit from your experience in applying it; give the personnel office your ideas for improvement.

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